**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** 12/16/11

**Objective:** HWBAT analyze whether the United States violates its core values when it adopts an imperialistic policy.

**Learning Goal:**

5.2.2.e Analyze the arguments of Americans who opposed imperialism, such as the Anti-Imperialist League and organized labor. **(Anti-Imperialists)**

**Essential Question:**

Does the United States violate its own core values when it adopts an imperialistic policy?

|  |  |
| --- | --- |
| **Type of Lesson:** | **Agenda:** |
| Maintaining | 1. Call to Order (Sorting Activity) 2. Notes 3. Reading pages 664-667 4. Teacher will model note-taking strategy 5. Students will write an editorial or create an advertisement that expresses either imperialism or anti-imperialism 6. Exit Ticket |
| **Call to Order:** | |
| Students will enter, take out their notebooks, and begin the Call to Order, which is posted on the board. Students will sort the following arguments into two categories: imperialism and anti-imperialism.  The United States believes in democracy, so it should allow other countries to choose their own governments.  The United States is strong, and the strong are supposed to take over the weak.  The United States needs naval bases around the world to become a world power.  All people are entitled to life, liberty and the pursuit of happiness, so we should stop colonizing countries.  The United States earned its independence, so we should let other countries be independent.  The Spanish sunk the U.S.S. Maine, so we should take over their territories and colonies to teach them a lesson. | |
| **Introduction of New Material:** | |
| Teacher will ask students what beliefs Americans had while fighting the revolution and jot down student responses. Responses might include:  Principles of Democracy:  -democracy  -people should get to choose their own leaders  -consent of the governed  -limited government  Teacher will give the definitions of imperialism and anti-imperialism. Students will write these down in their notebooks.  **Imperialism**: the creation and/or maintenance of an unequal economic, cultural and territorial relationship, usually between states and often in the form of an empire, based on domination and subordination.  **Anti-imperialism**: opposition to wars of conquest, particularly of non-contiguous territory or people with a different language or culture; opposing the expansion of a country beyond earlier borders.  Teacher will model the skill of reading a headline, turning it into a question, and answering it in three bullet points. Students will continue doing this through pages 664-667. | |
| **Guided Practice:** | |
| Students will create an advertisement or editorial that helps examine whether or not the United States’ imperialism in the Spanish-American war and in its aftermath . | |
| **Independent Practice:** | |
| Students will take a three-question exit ticket. | |
| **Closing:** | |
|  | |
| **Homework:** | |
|  | |
| **Accommodations:** | |
|  | |

**Assessment Items:**